

Current Year Reviews

Program	Date of Most Recent Review	Recommendation for Continuance or Furlough	Summary of Review Recommendations	Summary of Program Needs	Current Program Goals	Changes in Status Since Last Review	Date of Next Scheduled Review
AA Early Childhood Education and Certificate Early Childhood (Pre-School or Infants and Toddlers Options)	05/2022	Continuance of AA 11/2021; Furlough of Certificates 5/2022	AA: Continue expansion of online offerings; continue recruitment and outreach; provide additional coursework in business and/or entrepreneurship to assist ECE students in pursuing business start-ups; document internships, funding sources and partnerships in program reviews; pursue additional 2+2 and 4-year degree options Certificate: discontinue certificates - to be offered as internal certificate awards for Head Start employees only	Increased classroom space (if in-person classes resume); adjunct faculty if move to 4-year degree offering occurs; monies for professional development (Annual NAEYC); continued recruitment and outreach	Continue to Keep classes updated dependent on trends and 2+2; continue to offer fully online ECE program of study and evening courses dependent on student need; Continue to use outreach to increase/sustain enrollment by utilizing internal ECE certifications more as stepping stones on the way to obtaining an AA degree.	New Certificate options approved 5/20/2020 (added to fill Head Start employee qualification needs); entrepreneurship course and PSYCH 250 added to POS; POS update effective FA22; work on additional 2+2 in progress; increasing enrollment; certificates furloughed 5/12/2022 due to lack of enrollment and credit eligibility for financial aid; certificates will be offered internally as needed Institution-wide program of study change 7/14/2022 to reduce Dakota Language I requirement from 4 to 3 credits	Nov 2024
Previous Review: 11/2018, 3/2017, 11/2021; Interim Program Snapshots (monitoring): 4/2020, 4/2021, 4/2022; Program Goal Monitoring: 4/2019, 9/2019, 9/2020, 9/2021							
AA Fine Arts	11/2021	Continuance	Continue monitoring the progress of the current marketing efforts and program transfer initiatives; research options for forming an advisory board to solicit recommendations for improvement, community needs and interest, and transferability; progress has been made on the previous recommendations; continue to find ways for students to display their portfolios/work; report revenues from gen ed service courses to reflect program net gain; highlight cultural strengths that are offered through the program; complete work moving the AAS degree to an AA degree program for increased transferability semester; establish transfer agreements with 4-year institutions.	Cameras for demonstrations using Zoom; supplies for craft class; updated licenses for Adobe; brushes, canvases, drawing and painting materials; supplies for 3-dimensional course this spring; classroom sink repair; professional development for instructor to take additional ceramics coursework at LRSC in the future	Fine Arts program will be offering a summer course in Painting I ART 220 starting summer session 2022; Fine Arts program is looking into a 2 plus 2 collaboration with VCSU; look for more ways to implement and apply computer applications through the use of Adobe programs and digital design	POS changes completed and approved to move to AA degree effective FA22; all core courses reviewed and approved for CCN and GERTA; program needs (supplies and IT) concerns have been budgeted and met Institution-wide program of study change 7/14/2022 to reduce Dakota Language I requirement from 4 to 3 credits and eliminate HPER requirement	Nov 2024
Previous Review: 11/2018; Interim Program Snapshots (Monitoring): 4/1/2020, 4/2021, 4/2022; Program Goal Monitoring: 4/2019, 9/2021, 9/2020, 9/2021							

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AS Pre-Engineering	11/2021	Continuance with recommendation to explore funding opportunities to support continuance, institutionalizing student experiences where possible	Work within existing funding structures to institutionalize and fund student experience opportunities; create activities to expose younger students to the profession and develop pre-relationships with college; explore additional ways to provide conceptual math supports to help students meet core outcomes and evaluate student success to determine if interventions are effective; continue to expand collaboration between the ND TCUs and 4-year institutions	None at this time; program has ample space, equipment, and materials	High School and Middle School weekend academies and summer camps as outreach to younger students pertaining to STEM academic pursuits; the introductory survey of engineering course will be revised to include more student skills such as: how to study, the expectations required of any course (such as number of hours spent outside of classroom), and knowledge of required pre-requisites; expansion of research opportunities with drone technology software involving water and terrestrial mapping with the RGB, thermal, and multi-spectral cameras	Program considered for furlough 7/2021 due to funding issues and low enrollment; funding for continuance of student opportunities secured for immediate future; work in progress secured for creating student opportunities and activities for younger students; additional students recruited to the program; technology within the institution has mostly eliminated the need for high-cost IVN/distance ed tech enabling intercollegiate course sharing among TCUs to continue with minimal cost Elective course update 5/2022 Institution-wide program of study change 7/14/2022 to reduce Dakota Language I requirement from 4 to 3 credits and eliminate HPER requirement	Nov 2024
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AS HPER	07/2022	Furlough recommended 7/2022	Furlough recommended due to low student retention and completion, lack of qualified instructor, and change in general education requirements (state and institutional)	coursework was made available to current students to see them to completion prior to furlough	NA	Furlough completed with Board approval 8/2022 effective immediately Elective HPER courses will continue to be offered using adjunct faculty; wellness and fitness center to remain open for student and staff use	NA
Previous Review: 11/2018, 2/2017, 10/2020; Interim Program Snapshots (monitoring): 4/2020, 4/2021, 4/2022; Program Goal Monitoring: 4/2019, 9/2019, 9/2020, 9/2021							
AS Pre-Nursing	05/2022	Furlough recommended 5/2022	Furlough recommended due to low student retention and completion, lack of qualified instructor, and inability to establish agreements with other TCUs to provide common shared delivery of necessary coursework	coursework was made available to current students to see them to completion prior to furlough	NA	Furlough completed with Board approval 6/2/2022 effective immediately	NA
Previous Review: 11/2018, 11/2021; Interim Program Snapshots (Monitoring): 4/1/2020, 4/2021, 4/2022; Program Goal Monitoring: 4/2019; 9/2019; 9/2020; 9/2021							

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AAS Office Technology and Certificate Office Technology	03/2022	Furlough recommended 3/2022	All previous review recommendations for combining into one AA Business Administration degree with Admin Assistant certificate completed	coursework was made available to current students to see them to completion prior to furlough	NA	Furlough completed with Board approval 3/10/2022 effective immediately	NA

Previous Review: 11/2018, 12/2020; Interim Program Snapshots (Monitoring): 4/2020, 4/2021; Program Goal Monitoring: 4/2019, 9/2019, 9/2020

Upcoming Reviews

Program	Date of Most Recent Review	Recommendation for Continuance or Furlough	Summary of Review Recommendations	Summary of Program Needs	Current Program Goals	Changes in Status Since Last Review	Date of Next Scheduled Review
AA Indigenous Studies (formerly Dakota Studies) and Certificate Dakota Language	11/2018	Continuance with recommendation to work with other programs toward recruitment of students to fulfill the cultural needs of area schools (including CCCC)	strengthen ties with the Voices of Our Ancestors program to identify and recruit potential future faculty; work with the tribe to train employees in the cultural and dual-citizenship aspects of working in the local community; develop plans to ensure leadership succession with highly qualified personnel fluent in the Dakota language and culture; market program not only as a resource for providing knowledge of the Dakota culture and language acquisition, but as a means of the tribe to strengthen its ability to defend and protect its sovereignty and represent the tribe effectively; develop an action plan for strengthening ties to other programs and future viability	qualified faculty fluent in the Dakota Language and culture; difficult to get student interest in the program due to opportunities for gainful employment; program relies heavily on federal funding; local support from the tribe is needed; having the tribe support the program by mandating certain classes from the program be populated by its tribal members and workers would not only benefit the program and the college, but it would also benefit the Tribe as a community	Develop new Spirit Lake specific culture class; develop community outreach sessions on various cultural traditions; update/revise program of study and course descriptions	POS and all coursework was updated and renamed fall 2020 to increase transferrability to 4-year programs and address tribal needs; a Dakota Language certificate was established fall 2020, effective summer 2021 semester; program on temporary holding status pending personnel needs - coursework being offered as personnel allows; adjunct faculty have been secured but a more permanent strengthened solution is currently being implemented through education funding to groom qualified candidates to administer the program and to teach the courses New Spirit Lake-specific course approved 7/2022; course descriptions updated 6/2022 Institution-wide program of study change 7/14/2022 to reduce Dakota Language I requirement from 4 to 3 credits and eliminate HPER requirement	Nov 2022

Previous Review: UK; Interim Program Snapshots (monitoring): 4/2020, 4/2021, 4/2022; Program Goal Monitoring: 4/2019, 9/2019, 9/2020, 9/2021

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<p>AA Social Work</p>	<p>11/2018</p>	<p>Continuance</p>	<p>Emphasis on completion of all courses for degree prior to transfer in order to reflect an accurate graduation rate; continue to strengthen collaborative efforts; strengthen existing relationships between institutions of higher learning utilizing the relationships as a draw to strengthen recruitment efforts; up-to-dates on any new transfer agreements or MOAs</p>	<p>program is fiscally sound and self-supporting through enrollment numbers; continued funding of the field trip experiences, internships, and support for students transferring on to complete terminal degrees</p>	<p>Expand enrollment area and grow the program. Continue to increase enrollment and completion. Continue to be interactive within the community and develop solutions whenever possible. For example: Wana Wota (Food pantry) coat drive, PSA's; Continue 2+2 relationship with UND and Lake Region State College. Monitor student success and transfer to UND in the social work program.; Continue to grow the internship agency list which now includes 27 agencies. In Spring 2022 six social work interns are currently working toward this paid internship goal. Maintain relationships with the various agencies where students can complete their 40-hour internship.</p>	<p>Program has established 2+2 agreement with UND; community ties have been strengthened by the program student-led service projects including the initiation of food truck food distribution and establishing of internship opportunities with local entities; enrollment and graduation rates are increasing with increased transfer and 4-year degree completion rates and movement on to the Master degree level; many former students are now serving in roles in the community; the strengths of the program has now drawn students from across the region and neighboring states; program fulfills area of high need within the community Institution-wide program of study change 7/14/2022 to reduce Dakota Language I requirement from 4 to 3 credits and eliminate HPER requirement</p>	<p>Nov 2022</p>
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Certificate Carpentry	11/2018	Continuance with monitoring to determine whether the program changes implemented are effective	Monitor completion rates for the program throughout the first year to determine if the new certificate course sequencing is effective in retaining students through the entire certificate program, rather than leaving for employment before the program is completed; continue seeking out additional opportunities for students to have hands-on and off-site experiences; establish additional connections and partnerships with area entities for completing community service projects while providing students with hands-on work opportunities; establish connections throughout the region, as well as the immediate local community, in order to provide work-to-employment opportunities for students and graduates; look into the possibility of the third (summer) semester being a paid internship with a local contractor to try to increase completion rates	A long-term concern would be for space with possible building or remodeling occurring. Since the weather is so frigid during the winter months, it would also benefit students to have the capability of building indoors.	Continue to include CNC mfg into our curriculum along with maintaining proven carpentry practices, as well as using ever changing techniques and variations of time proven carpentry practices; address the issue of safe affordable housing on SLN - if grant monies come to fruition for small energy efficient housing in our area we look forward to partnering in that arena; explore the possibility of starting a small company within the college to produce and sell cabinetry to accommodate an apprenticeship program that could possibly provide our students with job opportunities after completing their Certificate Program	Carpentry POS was revised and streamlined fall 2018 to reflect student and program needs and timelines according to employment and work experience needs; an additional faculty member has been employed as the program has grown and expanded; program students completed and sold training house to SLHC (Clinic) using cautious social distancing practices to continue the Carpentry program; continuing relationship with Livingstone Lodge Homes - built three sets of floor truss assemblies for LSL Homes and offered presentation by LSL Homes on construction and design; CNC and Edgebander have arrived and been installed and are now operational - work is in progress to incorporate the machines into the syllabi and curriculum; carpentry students have received hands-on experiences through activities such as remodeling the Natural Resource area, including the building of cabinets	Nov 2022
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Certificate Professional Driving	11/2018	Continuance with recommendation for certificate changes discussed during this program review be put in place effective immediately for the spring 2019 semester; recommendation for the AAS Professional Driving degree be furloughed, as there have been no students graduating – they leave prior to completing the degree upon licensure	Develop and implement a one-semester certificate to increase the number of completers and create options for different license classes and certifications; look into ways to include the cost of the drug testing and DOT physicals as part of the course fees/tuition; modify the certificate program to meet the needs of the students and the college; continue networking to provide students with employment opportunities upon completion; utilize the simulator to create additional revenue opportunities from outside entities who may be interested; continue to provide training for local employment needs; explore possibilities within the college for possible classroom space needs; emphasis in marketing the changes in the certificate program to attract new students	Limited classroom space could become an obstacle if the program continues to expand and show growth; additional faculty will also be needed if the program continues to grow; add a 16-18 credit certificate to replace the current 32 credit certificate to allow students to complete the certificate in a short period of time and then enter the workforce	Increase student count; work toward obtaining a new practice lot	changes to the certificate POS were completed and piloted during the spring 2019 semester; an additional revision of the certificate coursework was made according to emerging program and student needs - coursework can now be completed in a single semester and enter the workforce within a shorter time period; additional faculty have been hired as enrollment has increased; the program has updated to be in compliance with new regulations and has now trained personnel to deliver approved testing services for CDL licensure (this service can be provided to anyone, not only CCCC students); simulator has been updated; classroom and offices have been moved to an area with expanded space Program of Study revision 3/2022	Nov 2022
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<p>AA Business Administration and Certificate Administrative Assistant</p>	<p>12/2020</p>	<p>Continuance with recommendation to consolidate coursework and POS with Office Technology into one strengthened degree program with areas of specialization</p>	<p>Analyze National Clearinghouse transfer data to see if students are transferring/working before they get their AA degree; create additional internships and work study for students; investigate transfer agreements in addition to Mayville State University to other 4-year universities within the state; promote tutoring services to increase attendance and success rates; utilize course assessments and reflections to improve instruction/retention outcomes; continue to bring in business representatives to show job opportunities available to students; participate with students in local career fairs and in AIHEC business bowl; document results of internships and work study student experiences</p>	<p>program remains fiscally viable; continued professional development (Annual NDCTE conference); current technology updates as needed; need for adjunct faculty to accommodate for increased enrollment and faculty attrition</p>	<p>long-term goal is to continue developing strategies to increase student retention and graduation rates; continue to improve student count with program level outreach; add additional online offerings in an 8-week format; continue to research and provide students with opportunities to gain business field experience</p>	<p>New Admin Assistant Certificate Program Approved 4/16/2021; Off Tech and Bus Admin streamlined into single degree program of study effective FA21 per 2018 program recommendations; online offerings and 8-week online offerings have been added; new POS includes field experience opportunities for students; changes in number of program faculty and increased enrollment have generated need for additional adjunct faculty to reduce faculty overload Institution-wide program of study change 7/14/2022 to reduce Dakota Language I requirement from 4 to 3 credits</p>	<p>Nov 2023</p>
<p>Previous Review: 11/2018, 3/2017; Interim Program Snapshots (monitoring): 4/2020, 4/2021, 4/2022; Program Goal Monitoring: 4/2019, 9/2019, 9/2020, 9/2021</p>							
<p>AA Liberal Arts</p>	<p>12/2020</p>	<p>Continuance with the following recommendations: Establish the Liberal Arts Committee to guide assessment and improvement of the program; utilize transfer and graduation data to explore possible ways to assist students in the transfer process and encourage terminal degrees</p>	<p>Work with Transfer Specialist when filled to develop ways to follow-up with graduates to try to increase transfer rates; work with Outreach to create videos/ways to attract students, Career Services to address student interest and areas of strength; increase awareness by showing students gateway to continuing their education; develop 2+2 agreements; form group composed of instructors who teach gen ed courses to oversee LA program review and assessment; develop appropriate assessments for Liberal Art courses; professional development within disciplines; training for faculty in the areas of information and instructional technology; review data to analyze factors influencing graduation and transfer rates; recruit/groom students for transfer; educate on value of a culminating degree at a 4-year institution; continued faculty service on NDUS academic discipline groups; leverage technology strengths to attract students</p>	<p>Program is self-supporting and viable; technology and professional development needs are currently being met; additional administrative staff could help with student recruitment and retention; difficult to forge productive, ongoing relationships with other institutions because of low student completion and transfer rates; forming partnerships with other tribal colleges can be challenging due to differences in common course numbering and general education requirements</p>	<p>Monitor retention of students enrolled in 8-week courses; continue offering distance education and evaluate student outcomes since implementation; review and update assessment and outcomes of Liberal Arts essential studies courses</p>	<p>The Liberal Arts POS was revised fall 2019 to streamline credits for degree attainment; Liberal Arts committee established spring 2021 to focus on mentoring of liberal arts students, liberal arts course delivery, assessment, student recruitment and completion, and creating awareness among students of available continuing education pathways Institution-wide program of study change 7/14/2022 to reduce Dakota Language I requirement from 4 to 3 credits and eliminate HPER requirement</p>	<p>Nov 2023</p>
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<p>AS Natural Resource Management</p>	<p>12/2020</p>	<p>Continuance with recommendation to work with Outreach to draw students to the major and increase awareness of opportunities available</p>	<p>Collaborate with the outreach coordinator regarding possible business student recruitment strategies; explore opportunities for faculty development - instructors to collaborate more closely with each other and ask for assistance from the Assessment team; continue to expand the influence of the Program through outreach and education; a current trend toward the practical application of skills as opposed to academic research: gearing the program toward marketable skills of this nature would be beneficial to students</p>	<p>program is fiscally sound and self-supporting; professional development for faculty to update and enhance instructional delivery and assessment processes</p>	<p>Improve program retention and/or graduation to 75% from fall to fall; continue to attend events to promote recruitment of students to NRM and increased enrollment in NRM classes in general (minimum of 3/yr); establish monthly meetings between NRM faculty for the review of pedagogy, assessment, course strategies/improvements</p>	<p>POS revised 12/2019 to streamline credits required for degree and allow for areas of concentration; 2+2 agreement reached and others being pursued to increase transferrability for students; program considered for furlough 7/2021 due to low enrollment and graduation rates; furlough not pursued due to self-sustainability of student opportunities offered through the Land Grant program; student opportunities will be kept open and will be monitored for increase in enrollment, graduation, and transfer; internship opportunities have been increased for students, along with access to multiple research opportunities and experiences; faculty have attended professional development in instructional and assessment methods Institution-wide program of study change 7/14/2022 to reduce Dakota Language I requirement from 4 to 3 credits and eliminate HPER requirement</p>	<p>Nov 2023</p>
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